

# THE CEA CRITIC

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February, 1955

## FATHER AND SON

(This paper is an outgrowth of John B. Schwertman's address at the Annual CEA Meeting and his article in the Dec. CEA Critic.)

An adult educator was trying to explain to a convention of professors of English that adult students are different from undergraduates. General failure on the part of college teachers to recognize this, he said, explains the refusal of some education agencies to call on college teachers for help, despite their special knowledge and despite the special facilities of colleges. "Adults have more experience than undergraduates," the speaker said, following the lead of Professor C. O. Houle; "it is different experience, and it is differently organized." Consequently, the instructor must change his habits when he shifts from undergraduate to adult classes.

His audience did not believe him, or did not believe that the differences of which he spoke were relevant to the conduct of classes. One after another, during the discussion that followed the speaker's remarks, members of the audience affirmed that they present to adult classes the same materials they use in undergraduate classes and present them in the same way. Perhaps these appeals of the professors to their practice illustrated the incapacity of college teachers to teach adults; they did not demonstrate the sameness of adult and undergraduate students. Those who admitted a difference seemed to be saying that adults are the same as undergraduates, only worse.

It was a curious experience. This was a reasonably adult audience of college professors. I wonder what their response would be to a speaker who told them that they themselves were indistinguishable from undergraduates in such things as their desire for knowledge, their motives for desiring knowledge, their capacity to use knowledge, to recognize the relevance of new learning to what they already know and to their lives, and in the relevant experience they bring to bear on what they study.

### A Look in the Mirror

Paul McGhee has pointed out that (adult) educators often forget that they too are adults who

need education. We can learn a good deal about adult students by looking in the mirror.

The failure of some college teachers to recognize the difference between adult and undergraduate classes lies very deep in the schoolmastering tradition. For a long time, whether they use the term or not, teachers have been "masters": masters of schools, masters of children, as well as masters of subjects and degrees. The teacher-pupil relationship is the relationship of superior to inferior—the superiority is in knowledge, but also in status, power, size, and age. It is a very real superiority.

The teacher of children and adolescents knows more than his pupils not merely about a special school subject or subjects, but also about most things subsumed under the word life. In spite of a sheltered, ivory-tower existence, he has more experience if only by virtue of having lived longer. Moreover, he has the authority of many long traditions: respect for elders, respect for learning, respect for authority, and fear of power. Students regard him as superior in one or more of these traditions; he is likely to regard himself as superior in all of them.

### Magister Dixit

When the college teacher enters a classroom of adult students, he takes with him this perception of himself vis a vis his students. The professor of English does know more than his students about English composition and literature, and they respect him for his learning. But he is inferior in some other knowledge or skill probably to each member of his class. Some of his students may regard him as having higher social status; others may regard him as a fool for working for a teacher's highly publicized pittance. As an adult among adults, he is only the peer of his students in the hierarchy of age. In power he is in some ways their inferior even in the classroom: by staying home his non-captive audience can leave him unemployed.

For the most part, however, the adult student, raised in the same tradition as the instructor, is too

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## This Unpredictable Society

(Remarks by Prof. Donald J. Lloyd, Wayne University, at the Annual CEA Meeting, Washington Room, Hotel Statler, New York, Dec. 28, 1954)

A member of the College English Association may be moved on occasion to inquire into the nature and meaning of this unpredictable Society for his own better understanding, if for nothing else, and try to distinguish the CEA from other associations of college teachers like those which are also meeting in conjunction with the MLA.

### Freedom: Our Greatest Wealth

We are an association of literary scholars in our capacity as teachers. By deepening and widening our scholarship on the one hand, and by facing the responsibilities of teaching on the other, we probe the meaning of our function as English faculties. As I see it, our freedom from institutional chains is our greatest wealth, and we should guard it.

As individuals we can throw any accepted practice in education into question because we come together as individuals in the CEA. As a group we represent the largest single element in the humanities, the largest single force, and an uncommitted one. Distinguishing between the substance of our discipline and the forms it assumes in present educational practice, we are free: we can inquire whether, as individuals or as a profession, we ought to persist in what we are doing or change it.

### The Motive Power:

#### Individual Concern

When a member of the CEA feels a concern about some aspect of our work, he can seek out other scholars, within the CEA or outside it, who share his concern, and inaugurate as an activity of the CEA discussion and action designed to have an effect. As an organization, therefore, the CEA follows the lines laid out by its members, and CEA policy grows out of our free appraisal of our responsibilities. Thus the movement toward revision of the Ph. D., the effort to widen our scholarly concern to include linguistics and related disciplines, the search for ways to make literature a living force in the classroom and in education in general, the reaching-out of friendly hands toward people in

business, industry, government, and other scholarly activities and disciplines who also seek the welfare of the humanities: all these express the nature of the CEA and its purpose—to amplify the efforts of the members in their responsible conduct of their professional duties. Each is a CEA enterprise because it was first an enterprise launched by a troubled member of the CEA.

### For Leaders:

#### Significant Individuals

We do not choose as officers people who are powers in the institutions they work in and derive our power from theirs. We choose as officers men and women of learning and conviction, of personal eminence, who may or may not be recognized and rewarded where they work. We do not expect them to be in collision with their immediate colleagues and with the trends of their own institutions; but we are not surprised when they are, because the quality of individual judgment we value derives from the substance of humane scholarship and represents a temper of mind that is not easily silenced or forced out of action.

The CEA, trusting to its detached appraisal of their scholarship and their wisdom, offers them its sanction and support, and by strengthening their strength, strengthens itself. The careers of CEA officers are to be traced in their forthright and unafraid statements in the Critic and other journals of opinion, in the sophisticated discipleship of their students, and in the eminence of their scholarship. Their careers are also to be traced in their willing service to the CEA itself, for they begin early and continue late to be on hand and willing when the concerns of the CEA demand the services of its members.

### The Contention of Free Minds

The CEA forum in the Critic, the annual meeting, the regionals, and the Institutes, are not places where problems are solved and decisions reached. It is a true forum

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## THE CEA CRITIC

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for the clash and contention of free  
minds. It is not, on the other hand,  
a jousting-ground, a playfield for  
disputation and the pyrotechnics of  
argument; nor is it a place where  
trial balloons seek out the direc-  
tion of the prevailing winds of ac-  
ceptable doctrine.

The CEA scholar-teacher, moved  
by conviction to define the posi-  
tion to which his meditations have  
brought him, states his case. The  
guest of the CEA, standing before  
the Institute, says what he has to  
say out of his knowledge and ex-  
perience, conscious that his audi-  
ence will weigh his words with the  
courtesy of serious inquiry.

### Jury of Intellectual Peers

No man or woman addressing  
this forum needs to feel that the  
ideas gain or lose by the assent or  
dissent of the hearers. The forum is  
the means by which ideas seek  
that permanent judgment which  
publicized truth finds ultimately  
within itself. It does not matter  
if no single person present is  
moved; the case is made; the test  
is the test of time. The audience,  
present or absent, compliments the  
speaker by being worthy; it is a  
genuine jury of his intellectual  
peers.

The CEA Institutes begin and  
end their function by finding the  
people within and without our pro-  
fession who care about the human-  
ities in the society at large; like  
Geiger counters, they probe the  
massive, apparently inert mind of  
the community for gleams of ra-  
dioactive light and fire.

The CEA does not stand rubbing  
its hands before the academic or  
non-academic world, saying, "What  
can we do for you?" but, as equal

### Curriculum Vitae The Ideal CEA Committee Man

As for your request that I serve  
on some committee of the national  
CEA to consider the matter of  
Ph.D. requirement, although I'm

to equals, "Let us sit down and  
reason together."

### The Best Discipline For the Best Minds

The claim that we make for the  
humanities is a large one: they are  
the best discipline for the best  
minds. They are also a good dis-  
cipline for other minds, for they  
open doors to intellectual mansions  
which each person may penetrate  
as far as he is able. They open  
some doors wider than others, and  
all doors widest to the keenest in-  
tellects.

The humanities are not superior  
to the most exacting scientific  
techniques, and they may not re-  
ject or ignore the factual or theo-  
retical reaches of science. They  
have yielded ground in the past to  
physical and social science, and  
they will yield more, as subtler  
methodologies conquer subtler and  
more evasive kinds of evidence:  
but they yield to encompass, as  
they apply to all scientific find-  
ings the tests of meaning and  
value.

### Our Place in the Sun

The humanities embody the in-  
tellectual history of mankind, and  
as the sciences shuck off their  
past formulations, that, too — a  
kind of fact that is outside of  
science — is part of the history  
whose meaning must somewhere  
be faced. It was a mathematician  
occupied with the strictness and  
economy of his formulations who  
substituted orbital for epicyclical  
astronomy, and another mathema-  
tician who contained the expand-  
ing universe and cracked the in-  
frangible atom. We know the  
meaning of the Copernican revolu-  
tion as time has written it in  
human interactions; we have to  
face the meanings of the compar-  
able revolutions of our own time.

The perception of those mean-  
ings will be intellectual strokes  
of comparable genius to the ori-  
ginal discoveries, but it is within  
the discipline of the humanities  
— our discipline — devoted to the  
exploration of human meaning and  
value, that the significances will  
be found.

We have to keep open a forum  
consecrated to the free and un-  
trammled play of the intellect, so  
that interpretations can be tested  
and implications can be explored.  
Hence the peculiar nature of the  
CEA and its peculiar appeal to the  
inquiring intellect are essential to  
the humanities we profess, to the  
humane study of human beings.

willing to serve, I think you'd  
better reconsider your request, in  
view of the fact that I am prob-  
ably the academic individual in  
your honorable Association most  
completely untainted by any scintil-  
la of first-hand acquaintance with  
graduate instruction.

You see, after I had pocketed  
my A.B. from — and had em-  
barked on a year of graduate study  
there, I was yanked out of my  
course after only two months, in  
order to proceed to Oxford to take  
up my Rhodes Scholarship. It was  
to have begun the following au-  
tumn, but a man chosen to go  
earlier couldn't get released from  
his job as school superintendent in  
a small town; so we exchanged as-  
signments.

At Oxford, since my English ma-  
jor at college was scantier than  
normal because of World War I  
deflections to bacteriology and the  
like, I took the Honour School of  
English, and received a B. A. In  
due course, by dint of paying fees,  
I received my M. A.

When, at —, I became a pro-  
fessor on permanent tenure, there  
was awarded to me in camera the  
A. M. customarily bestowed on all  
permanent professors who have no  
degree already from that college.  
At the time, I remarked to the  
then Dean of the Faculty, "Since  
on my calling-card I could now  
print my degrees in the form  
ABBA, AMMA, I do not intend  
to take any further degrees and  
disarrange the pattern." To which  
the Dean replied that in such a  
case, symmetry should be our  
guiding principle.

My only connection with graduate  
instruction as practised in these  
States has been inspection of sun-  
dry of its products — animate,  
quasi-animate, and inanimate (by  
the third epithet I allude of course  
to theses).

Hence I query my competence  
to engage in the particular discus-  
sions with which this committee  
will be charged.

I have never sat — even once —  
in a graduate seminar. I have  
never written a graduate thesis,  
nor read one all the way through.  
What I know of tools of research  
I have gathered from listening to  
Fredson Bowers and reading Mc-  
Kerrow.

Out of this miscellaneity, coun-  
sel? I doubt it. Hence if you  
gracefully and adroitly withdraw  
your request, I shan't even remark  
the fact.

Silex Scintillans  
Ruling of The Credentials Com-  
mittee: This reluctant dragon is  
most eminently qualified to serve  
on the CEA Committee on Ph.D.  
Curriculum and the Preparation  
for College Teaching.



## FATHER AND SON (Continued From Page 1)

ready to accept the superiority of the teacher and the traditional teacher-student relationship. If the instructor enters the classroom with his usual perception of himself, he may discover that he is right in regarding adult students as the same as adolescents only worse. If he can regard himself as a peer among peers, he may be pleasantly surprised.

### Occupation: Student

If the instructor's perception of himself is one important element in the relation between instructor and student, the student's perception of himself is another, and their different perceptions of themselves constitute an important difference between undergraduate and adult students. The undergraduate, for example, feels very grown up because he is in college. The adult may feel a little sheepish in his schoolboy status. But the easiest way to illustrate the difference in perception is by reference to occupation. An undergraduate asked his occupation says "student." An adult names his employment.

This does not mean merely that study is secondary to something else for the adult. Indeed, it comes after many things: employment, family, home, neighborhood, community, etc. Study is secondary in most undergraduate lives, too, or ranks fifth after football, courtship, beer, and skittles. The significant difference is not in the importance of study in the life of the student but in the different experience and different values reflected by their different descriptions of themselves as "student," "accountant," or "housewife."

### For Better or Worse: Different

Because of his different experience, differently organized, the adult organizes what he learns differently. He does not write themes about "A Camping Trip with Dad," or "My Last Day in High School," or "My Ambition in Life" with the naive enthusiasm of some freshmen nor with the patient resignation of others. He does not even write with enthusiasm about "My Camping Trip with Junior." There is nothing in the world more important to him than Junior, but he does not agree with Junior in his appraisal of camping trips.

We may find equally obvious illustrations in the way the undergraduate and the adult may be expected to read. Father and son may read Booth Tarkington's *Seventeen* or Somerset Maugham's *Of Human Bondage*, but they will read them differently; for the adolescent is in the midst of the growing pains of Philip Carey; the

adult has lived through them and sees them in perspective. They will read Edmund Gosse's *Father and Son* from different points of view, too.

The instructor can learn a good deal about the meaning of these books by observing his adolescent students; he can learn a good deal also by listening to his adult students. Undergraduates learn from Somerset Maugham, primarily; adults may learn from Maugham and one another.

Of course these are obvious illustrations, but adolescent and adult read other books as differently as they would read these. Both may read *Othello* and read it with profit; but with different profit. Twenty years of extra living contributes more to the understanding of the play than last week's assignment in the *Faerie Queene*. Nevertheless, the adult in his student status, like any other student, is too prone to accept the authority of his teacher. If *Of Human Bondage* or *Othello* is presented to him as it is to adolescents, he will accept the presentation and read like an adolescent, only worse.

There are plenty of accounts of the differences between adult students and adolescents and of the relevance of these differences to teaching. Handbooks for teachers of adults list them. A handbook open before me says that adults have a longer span of attention, are able more readily to relate what they learn to their daily lives "by virtue of their greater intellectual, social, and cultural maturity," prefer active to passive learn-

ing, differ among themselves more than children or adolescents do and therefore require more differentiation of instruction within a class, frequently think and learn more slowly, and wish to see an immediate application of their learning. (*Handbook of Procedures for Teachers of Adults* . . . , Board of Education, City of New York, Curriculum Bulletin #9, 1953-54 series.) These are things that the adult teacher will learn for himself when he once accepts the argument that experience has something to do with learning and that the adult has more experience than the adolescent. Adults are not the same as adolescents, only worse; for better or worse, we are different.

John S. Diekhoff  
Hunter College

## SUMMER SCHOOL JOBS

The CEA Bureau of Appointments does not usually receive many notices about summer school openings. Since, however, several CEA members have recently inquired about summer positions, the Bureau will be happy to act as a clearing house for jobs and candidates.

**Department Chairmen:** We cannot perform this service unless we know where possible openings may exist. Please let us know at once.

**Candidates:** Send us your name. If openings appear we will be glad to forward information. A. P. Madeira, CEA Bureau of Appointments, Box 472, Amherst, Massachusetts.

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# LINGUISTICS AND THE TEACHING OF ENGLISH

(This is the second in a series of selections from the program on linguistics presented at the 1951 annual CEA meeting in Detroit.)

## III. Needed: A New Grammar

When George S. McCue criticized a newly issued *English Grammar*, the author and his supporters charged McCue with bringing the study of grammar into disrepute. What McCue said, however, was that this book is a bad grammar; he didn't say that grammar is a bad thing. Exactly this latter has been said by many teachers; as a matter of fact whole armies of testers have failed to turn up any substantial improvement in students' reading and writing as the result of the traditional grammar. But this was not McCue's point.

I am sure, though, that if he were asked he would say that the present disrepute in which the study of grammar is held is directly due to the kind of grammar represented in this book. For it is a grammar you cannot live on; it does not open up the structure of the English language to you; it does not lead you to understand linguistic processes and it is not intended to; it does not lead you to better command of the language. It is a guide to propriety — arranged to bring you to the correct resolution of any instance in which "correct English" differs from the lax and spontaneous usage of ordinary men.

### The New Grammar Will Improve Writing

Well, then, you have a right to ask, "If you don't like this kind of grammar, what kind do you want? And what do you want it

to do? If the traditional grammar is dead, let us stop kicking the body, and get on to the making of a grammar to replace it."

I am going to take a few minutes to formulate an answer to these questions. For I happen to believe that a knowledge of the structure of English and of linguistic processes is one weapon the English teacher can use against poor reading and poor writing; or to reverse my statement, I think that it is one means to competent reading and competent writing, if these are what we are after. And I believe that we need new materials — new lesson plans and a new grammar — that we can take into our classrooms in confidence that they are accurate, adequate, in keeping with modern language studies, and effective in teaching reading and writing.

The new grammar will be based on spoken English. It will, I think, use the traditional orthography, because that is what educated people write; but it will seek to relate this orthography constantly to the patterns, rhythms, intonations, and pauses of the flow of speech. I believe with Professors Kenyon, William Ellery Leonard, and H. C. Wyld that good writing is rooted in the colloquial idiom; and further that the massive presence in the mind of any writer as he writes is what linguists call the idiolect—his own personal spoken language in all its range and limitations.

The new grammar will be descriptive; its base will be the practices common to most men who speak English. Where there are regional, local, occupational, or other differences of a kind that would reflect themselves in writing, the differences will be noted. And I recommend the manner of the *Shorter Oxford Dictionary* in treating the adjective different: "construed with *from*, also *to*, than and formerly *against* and *with*." Trivial differences, such as those involved in most issues of "grammatical correctness," I would like this book to ignore or minimize.

The new grammar will be inclusive; that is, it will deal with all the kinds of signals by which the sentence works. It will include the sensible distribution, in modern English, of the burden of expression between the positions of words, the forms of words, and the assigning to certain words of the task of minute mediation and adjustment between others. It will

## IV. Current Usage and Freshman English

I have two related contentions to support: (1) linguistic scientists have not yet developed a convincing technique for discovering the facts about current good usage in English; (2) indubitable opinion about what ought to be said is of more importance than alleged facts about what is said. Adequately to support these two statements would require a monograph — which may be forthcoming, but not here.

The method now used by linguistic investigators is demonstrated eight times a year in the *Current English Forum of College English*. First, the investigator pays his respects to those who have brought the term into disrepute. He does this partly by calling names, and the invective in this department becomes richer month by month. The villains in the piece are "linguistic nouveau riche," "prescriptive grammarians," "schoolmasters," "school marmes," "pedants," "purists," "authoritarians," and normative noodles. The last term has not yet been used, but I offer it as a possibility.

Next, the author parades the new authorities. As the same

names appear month after month, one is struck by euphony of the citations and is tempted into irreverent jingles:

Kellner, Curme, Poutsma, and Pooley  
Seek to free us and make us unruly.  
Lloyd, Marckwardt, Hall, and Fries  
Order everyone to speak as they please.

The third step is to marshal the evidence, which may consist of several quotations plus a list of as many as twenty-five users of varying degrees of respectability. There is never a surprise ending to these investigations. The conclusion is foregone and monotonously the same: "This usage is established."

### How Is Usage Determined?

What is wrong with this method? So far as it goes and except for the irrelevant name-calling, nothing. But it does not go far enough: the sampling is scanty in relation to the overwhelming amount of material available and the negative evidence is almost completely ignored. When negative evidence is considered, the investigator may say something like this: "This usage is in a minority

be selective. It will not list all possible patterns of order, for instance, but only those most frequent, and leave it to the reader's knowledge of his own native tongue to suggest the others. It will describe the form-classes we use in English, using traditional terms where they fit, but again it will leave its treatment open-ended, for the native speaker to fill in from his own experience.

### Language in Flux

It will avoid the traditional confusions between grammar and graphics on the one hand, and grammar and logic on the other. Furthermore, this grammar will have time as an element; it will describe a language in flux and do so in complete consciousness of the flux. Since we still have some inflections duplicating the signals that word-order and function-words have come to provide, there are some points of conflict in the system which can best be explained in terms of what the language did in the past or what the more conservative now do — and the direction in which it seems to be moving.

It will be brief, simple in statement, and dramatic in presentation. By adhering to principle, it

will avoid being a compendium of every quirk of the language. Its aim will not be to tell the reader what he cannot do, but what he can. By exposing the nature of the structures he already manipulates in speech, it will seek to bring him to a conscious control of them in reading and writing. It will build on his knowledge to lead him to a wider knowledge. By encouraging him to verify in experience what he finds in the book, it will increase his awareness of his own language. It will not only respect the resources he brings to the study of his language, but it will base its exposition squarely on them. And it will avoid the two stylistic evils of our present grammars: it will not trumpet forth immutable prohibitions, like some, in the tone of Moses issuing the Commandments, nor will it seek with a nervous geniality, like others, to lead the reader to submit to an authority he does not recognize, in the manner of an article in *Holiday* magazine trying to persuade Americans that after all, life isn't really so bad in Franco Spain — at least for the tourist — the Civil Guard having been instructed to be civil.

For knowledge is power in lan-

## Spring Publications

Johnson

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Pugh

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of five to one," and then calmly add: "This means that we can no longer label the usage incorrect." It is thus astonishingly easy to win a linguistic election!

Professors Marckwardt and Walcott used, as exclusively as possible, the Oxford Dictionary as the authority for their findings in *Facts About Current English Usage*. The Oxford Dictionary is excellent authority for many linguistic facts but does not pretend to pronounce on current usage. These pronouncements in the form of labels—Literary English, Colloquial English, American Colloquial English and so on—were made by the investigators, who admit "that the application of such labels represents ultimately a subjective judgment." This is an honest, scholarly confession, but it certainly damages the contention that the facts of linguistic science are incontrovertible, nonarguable, and self-evident. Furthermore, subjectivity is not always held under tight control. The Oxford Dictionary comments on the past tense of swing: "rarely swang"; Curme marks it as an "older form"; Webster as "Archaic past tense"; and Pooley observes that *swang* has "practically no history as a form." Fifteen of sixteen linguists rated it "illiterate" in the Leonard survey. But, in the face of these comments, *Facts About Current English Usage* labels the sentence: "They swang their partners in a reel" as Literary English; that is,

guage; command comes from understanding. Correctness, if we achieve it, is a temporary thing at best, and evasive; it may escape us when we think we have it fast. It is not a fitting object of cultivation through ten years of study labeled English; it is a triviality of the same kind that Emily Post decides in her books on manners, fit for extra-curricular activities or an orientation class. If there is anything that linguistics has emphasized for us, it is that our language has an entity, a being, a shape of its own; if there is anything the history of literature tells us it is that our language is the vessel of a great and noble culture; and if the history of our people tells us anything, it is that it is natural, normal, and productive for Americans to take a strong hand with that language and make it do the work they cut out for it. An honestly descriptive grammar which simply ignores all issues of "correctness" or propriety is surely in line with our traditions and no more than we deserve. It is the kind I am eager to see in print.

Donald J. Lloyd  
Wayne University

#### Choice and Current.

It is this sort of determination to make a case, come hell or high water, which gives a peculiar turn to Mr. Lloyd's grand remonstrance to linguists. Says he: "Since the linguist partakes of his community, he must be on guard against the erosion of his objectivity by uncritically accepted and primitively absorbed attitudes held by the group in which, as a human being, he lives." I suspect that the community will not erode the new linguists. They may need, however, to be careful about the erosion of their objectivity as a result of living with each other.

#### Expectation, Not Practice

My second contention. The teacher of freshman English, in doubt about the facts, may turn to indubitable opinion for guidance in what usages to teach. Furthermore, since language is primarily important as a social instrument, it may be more significant to know the pattern of speech expected than to know the pattern of speech actually practised. Linguists of late have assumed the opposite. Mr. Lloyd, for example, commends *Facts About Current English Usage* and labels the recent Lewis survey as "of no particular importance to teachers of English." This constitutes, of course, an opinion of an opinion. My own opinion of this opinion of an opinion is that it holds just enough water to be all wet.

The importance of opinion about usage is inescapable. Professor Hall says that "'correct' can only mean 'socially acceptable'" and adds: "The difference in social ac-

ceptability between" one expression and another "is a real fact (sic). If my child is likely to run into trouble later on for saying I done it or hisn, I will try to keep him from getting into the habit of using those forms which are actually not acceptable socially and which may cause others to react unfavorably towards him." Sane and humane! Teachers of Freshman English should have a regard for their charges no less tender than that of this father. The conscientious teacher should lean towards conservatism and should consult those persons with whom his students will associate in post-college life for their opinions about usage.

#### Eliminate Linguists

Since the college graduate is unlikely to associate with linguists, unless he becomes one himself, I would eliminate linguists from polls about usage. In acting upon the results of an opinion poll, I should set up standards quite different from those recommended by the linguists, who regularly minimize or ignore an important fact: the conservative expression frequently has one hundred percent approval. "It is I," for example, will never be scored as illiterate. Forty percent of the respondents in the Leonard survey, thirty-eight percent in the Lewis survey labeled as illiterate "It is me." "It is me" will have to do better than that before it is fit for interchange with "It is I." Teachers of freshman English cannot be far wrong in recommending "It is I" as safe and preferred. I suspect, too, that when Professor Hall's son asks:

"Who is there?" his father, under social pressure, will reply: "It is I, damn it!"

Kenneth L. Knickerbocker  
Univ. of Tennessee

#### TEACH MORE LANGUAGES!

Our high schools and colleges have maintained a brave semblance of foreign-language teaching. But educational policy, directed very often by persons who are themselves without reasonable training in language (their own or foreign) has for the past many years made the conduct of foreign-language instruction increasingly difficult and unsatisfactory. This is a long story, involving the crowding of the curriculum with varieties of new matter having little bearing on essential foundations, the multiplying of subjects to be dealt with in a given time and the consequent thinning of their content, or, in other words, the production of atmosphere and conditions in which Latin and the modern foreign languages cannot thrive. Thus reduced, these become targets for attack from short-viewed educators, and a public which takes its educational cues from them.

Our average way of implanting high-school English is a hurried one. Short cuts are being constantly devised for the purpose of adapting stubborn fundamentals to an impossibly accelerated code.

Is language excellence a phrase of knowledge different from all others? Can one imagine a chemist, a musician, an artist, with "short cuts" on his mind, crying "quits" when the "going" gets "tough"?

There is much pathetic faith, often mixed with fits of despair, in English Composition. As I look back on my career I cannot see that my English Composition course has commanding relation to my writing now. I would not belittle its usefulness, but I am sure it would have been rather sterile without the far grander experiences that came with the building up of word-consciousness in which Latin and other foreign-language study, in addition to other great values, had vital part, and without intense love of language and good reading might not have come at all.

What shall we say of educators who constantly urge us to build more and more stately mansions for our souls, while holding back from us the necessary raw materials for their construction?

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## The CEA, the Maginot Line, and the Maquis

### LEST WE FORGET

The definition of terms is peculiarly needed. English literature, for example, to many teachers apparently means solely the standard classics. The wealth of writings, old and new, on science and business is largely ignored. Yet properly taught such material does have a humane value; it is not solely practical . . . Believe me, I am heartily in favor of some group holding a seminar on Liberal Arts — an Ingredient. My feeling is strong, though, that if CEA does not champion primarily the teaching of English language and literature, then the defenders have lost one more battle to the proponents of General Education.

We who teach English in technological colleges are already fighting desperately. We might capitulate could we be sure of strong courses in both foreign and English literature, but the choice is a "smatterings" course. We depend upon CEA as an ally. Do not desert us.

A. Bernard R. Shelley  
North Carolina State College

### I. Rome and the Parthians

(An Extension of remarks at the NECEA meeting, Babson Institute, Wellesley Park, Mass., October 30, 1954)

#### Noblesse Oblige

The CEA stresses the doctrine of noblesse oblige. From its inception it has stressed this. It has insisted that, so long as there are college English teachers disadvantageously placed, precariously located on the frontiers of American liberal education—this is a matter of concern to us. It is up to the rest of us who are favorably situated in the comfortable and well fortified cultural centers to accept a sustained responsibility for these others; to do what we can to make their posts less precarious — to strengthen their morale, to be their spokesmen and, if necessary, their defendants. There is no welfare-donating condescension in this. It is the least we can do to repay the debt we owe.

From the beginning, Burges Johnson, Robert Gay, Robert Fitzhugh, and the other founders, have insisted that it is far more important for us to make sure that there are CEA members and CEA groups meeting out in the provinces than in our conventionally regarded cultural centers, where we have the highest concentrations of professional humanists.

More recently, some of us have seen that our educational frontiers are not merely a matter of geography and distance from certain large centers of population, but that we find precariously located colleagues fighting defensive actions on behalf of English and the other humanities and liberal arts right in the shadows of our great apparently impregnable urban fortresses of university learning. So CEA has expanded its concept of

noblesse oblige to include these colleagues and exposed situations, too.

Cleanth Brooks once told me that he has often said to some of his friends solidly entrenched in their university citadels of scholarship (not verbatim): You just can't realize what so many of our colleagues are up against. Here you are in your concrete bunkers of the Maginot Line. You don't realize what fights are being fought among the hills—and being fought by the maquis.

Mr. Brooks added (again not verbatim): It is by these maquis that our crucial cultural battles, in terms of the humanities, are being fought, and, regrettably, often lost. He implied that, unless the well-entrenched do think of and back up the maquis, they may find themselves in the unenviable position of those who placed their faith in the Maginot Line of France.

Later, Mr. Brooks reiterated this idea to Peter Viereck. The latter remarked that it was interesting to know that there were these brave humanistic legionnaires fighting the Parthians; but that he himself preferred to stay in Rome.

Well, the CEA keeps saying that unless the Parthians are fought and defeated out on the frontiers, Rome itself will fall, and the Romans will be destroyed. That is why the CEA accepts the unpopular task of being the voice of our professional conscience — pleading, persuading — goading the inert and the indifferent into accepting their share of responsibility

for our maquis who are fighting our battles for the ideals we have so long professed.

#### The True Urbanity

This is the true urbanity. It means not only seeing our situation as a whole, but being responsibly related to the whole, and accepting responsibility for it.

This urbanity should be apparent, too, in the way we professors of English view ourselves in relation to the other humanistic and liberal studies. In normal times it would be enough for us to heed the admonition: shoemaker, stick to your last. It would be enough for us to discuss the freshman English course, the sophomore survey of English literature, the upperclass elective in English, the requirements for an English major; to report on ways of improving our techniques of teaching English; and to debate the merits of English curriculum revisions.

But, as it needs no sage to tell us, these are not normal times; not normal for the world or for the professor of English. Our cultural crisis is pervasive, and it penetrates to the heart of our work. Resisting the pressures to take the world view, limiting ourselves to American higher education, we find as elsewhere, the humanities and other liberal studies on the defensive; and as they lose, so do we who profess English as a humanity lose.

In short, our own professional crisis is but a part of the general crisis of the liberal arts and sciences. To insist on professional isolationism, at such a time, is to violate our urbanity. It is a piece of provincialism both unrealistic and foolhardy. It is another way of letting the victory go to the Parthians by default.

#### Not by Default

The CEA refuses to let this happen. It recalls the affirmation, in our statement of CEA faith formulated by Norman Foerster: "By group action the members of the Association hope to make more effective their belief that the humanities and liberal education are essential to moral and intellectual progress in the modern world."

The CEA believes that there is no defense so effective as a strong offense. So it has been rallying forth from the confines marked "English," to the open fields where the race is to be won not without dust and heat. It has joined other believers in the humanities and liberal education who have moved out of the ivy-covered halls and the traditional academic groves.

The CEA has joined with them in testing our strength for work

within the technical curricula; for efficacy in the personal, professional, and civic career of the man who goes into industry; for the adult who, having missed the liberal arts as a youth, now, in his adulthood, wants a liberal education; in short, for the thousands of students for whom the pure traditional arts course is not enough or not appropriate, yet who are entitled to the benefits of a liberal education.

#### A Scarred and Tested Virtue

In this inclusive crisis of liberal education, The CEA has joined with others in the liberal arts and sciences to do a major job of persuasion: of getting the opinion-shapers and the decision-makers to give intelligent and informed moral support, as well as financial backing to liberal education—but a freshly energized, freshly inspired liberal education made freshly relevant to our students and our time.

The focal image of this joint effort is the kind of man that liberal education should produce for the kind of cultural milieu in which he will have to live, and move, and have his being. The program for our national CEA meeting, December 28, at the New York Statler, set up in cooperation with The Center for the Study of Liberal Education for Adults, is one way we have of clarifying and dramatizing this image and of finding out what we English teachers have to be and do to help realize it.

To date, our most far-reaching CEA efforts in this direction have been through The CEA Institute. The CEA Institute is thus, as Frank Norvish has put it, a fighting front of CEA. Through it, we transform our blank virtue into scarred and tested virtue; we try to make our English studies, as a humanity and as a liberal art, register where the results really count; in the lives of adult Americans—as uncommon individuals; as men and women on the job; as members of a community, of a polity, of a society.

#### Challenge to Our Humanistic Faith

Even while our CEA Institute activities are stimulating industrial leaders to take a fresh look at liberal education, they are serving a similar purpose for us in academic life. They are making us take a fresh look at our curricula, our procedures, our objectives; getting us to affirm freshly, in terms currently meaningful to our students and American society, the humanistic faith that, in the first place, drew most of us into the profession. If you want an example



read George Horner's "Big Business and the Humanities" (SAML Bulletin, May, 1954, pp. 1-2).

Through our CEAI experiences, we are becoming more and more confirmed in our practical idealism — in our effort to maintain a creative tension between the humanistic ideals which, as liberally educated men and women, we profess, and the practical adaptations and applications we have to make in our everyday life as citizens, as people on the job, and, above all, as significant individuals.

In fact, it is our increasingly strong conviction that, if we lose our sense of pride in English as a humanity, in our liberal education, if we lose our humanistic integrity and self-respect — in response to those demands which would make of us only service tools rendering only technical services, then we have exchanged our noble birthright for a mess of pottage.

#### Most Fruitful Relationships

Increasingly, what we are devoted to is a comprehensive quest for the most fruitful relationships all along the line and on all levels between, on the one hand, English, other humanities, and other liberal arts and, on the other hand, industry as devoted "remnants" in both groups try to shape an American civilization of which generations of Americans yet unborn may be proud.

This means that we are profoundly committed to living values involved in the good life of the person and society even while we are ready to make our contributions to improved techniques, and to English studies as a central way of making these values meaningful.

As is true of our College English Association efforts generally, we are committed, in the CEAI program, to that hard but crucial effort of making English studies and the other liberal arts and sciences freshly count in fulfilling our duty as educators and responsible citizens: to lift the cultural level of our society, and contribute to its spiritual, as well as its material wealth.

Once we are assured, thus, of maintaining our integrity, self-respect, and pride as those loyal to English as a humanity and to the liberal arts ideals, we are all the more eager and prepared to move into the specifics of how to make the potential fruits of our education and of our experiences as men on the job and as citizens become a substantial, a bountiful harvest for American industry, education, and society. —M. H. G.

## II The CEAI Institute and the Lehigh Symposium

(Luncheon talk at the CEAI-sponsored Symposium on "Industry and the Liberal Arts: Getting at the Facts," Lehigh University, November 19, 1954.)

### The Lehigh Symposium: Another First

In CEAI history, this Lehigh Symposium, so ably masterminded by Glenn Christensen, is a first. For almost three years, now, we have had on paper a pattern of regional joint academic-industrial committees on CEA Institute development. This is the first time, apart from regular regional programs held at regular regional College English Association meetings, on the theme of Industry-Liberal Arts Exchange, that we have the blueprint translated into an actual working machine of a regional CEA Institute-related meeting on its own, as a separate event.

### A Grass-Roots Growth

Here we have a CEA Institute conference which is sponsored by a state committee on CEAI activities—under the co-chairmanship of Robert N. Hilkert, Vice President of the Federal Reserve Bank at Philadelphia and member of the national Advisory Council to the CEAI; and Professor Bruce Dearing, of Swarthmore College, and member of the national board of directors of CEA. We have a program to which John P. Tolbert, of Socony-Vacuum, and member of the Committee on CEA Institute Development, has served as consultant. We have, too, a conference organized by a local CEAI representative—Glenn Christensen—to which a single academic institution is host and financial sponsor. And we have a conference for which the national CEAI headquarters, through its executive director, has furnished counsel and coordination, as well as assistance in recruiting program personnel. And all this has been done with such enthusiasm and drive and teamwork — with maximum play given to local initiative responding to local needs and aspirations.

### A Useful Model

For me, therefore, this is truly gratifying. Apart from intrinsic contributions to CEAI thinking and future action, this Lehigh Symposium will now serve as a model to other regional groups wishing to set up area CEA Institute activities. In fact, just before I left Amherst for Washington, on Wednesday, I wrote two letters of information and advice in response to enquiries concerning other CEAI-sponsored regional activities; and in both instances, I not only drew on the experiences we have gained

in organizing this Lehigh conference, but also offered the Lehigh materials that Glenn and his local associates have developed—as examples of what can be done in the way of dignified yet forceful promotion.

### In Concentration: Mastery

In addition to being a first in its category of CEAI events, the Lehigh Symposium also marks, in still another way, the progress we are making toward maturity in CEAI development. Goethe once said that whoever wishes to achieve greatness must first learn to concentrate. And we may say that a movement which wishes to achieve maturity must learn to concentrate. Today's program and procedures show this characteristic of mature effort.

Here we are focussing on one single aspect of our total field of responsibility. We are being selective; we are being intensive. We want generalizations, true; but we want them to be the considered generalizations of the person who is informed and technically competent to speak; and we insist upon arriving at questions, where we feel the information at hand does not warrant conclusions.

### Sharpening the Points

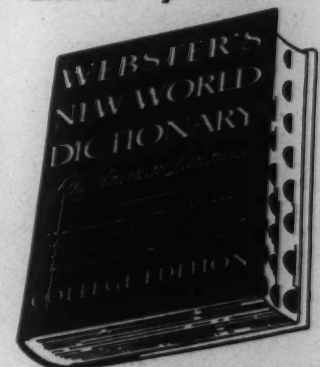
We meet, moreover, in a mood of realistic work. We have rolled up our sleeves and have been applying ourselves to the difficult task of transforming ideals into researchable questions, some of which, if successfully answered, will yield operational results. We have settled down to steady work after what has been called the "heady champagne glow" of our CEA Institute of 1953 at The

Corning Glass Center, the earnest ethical thinking at the University of Florida CEAI Conference, and the many-sided thrusts and probings of the annual sessions at the Kellogg Center, Michigan State College, and the Oldsmobile Division of General Motors last June. Approaching our duties in this mood, we will, I trust, make useful contributions to the thinking, on a national level, that is getting under way in our newly formed national CEAI Committee on Research.

### The Champagne Glow of Corning

Mind you, I'm not belittling that wonderful champagne glow of Corning, as reflected in the Saturday-Review sixteen-page report: "S-R Reports to American No. 1, Industry and the Liberal Arts," and in Socony-Vacuum Vice President Mr. Nickerson's widely distributed "Business and Human Values," and in the University of Chicago Round Table broadcast of January 24, 1954, on "Industry and the Liberal Arts," in which Mr. Nickerson and Mr. Gilbert W. Chapman, President of Yale and Towne and Co-Chairman, for Industry, of our national CEAI Advisory Council, took part. Nor am I for a moment belittling the extraordinarily energetic and exciting papers and discussions at East Lansing, which kept pushing our frontiers out in so many different directions, and which kept cutting quickly to the heart of so many of our problems. The kits you have received, including that urbane address by Mr.

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David Shepard of Jersey Standard, amply protect against any possible suggestion of belittling in what I have just said.

#### And Research, Too

All this we need; and we will continue to provide for it. What Lehigh represents is not an alternative to what we have been doing, not a replacement—either in whole or in part—but rather an integral part of our CEAI effort, which has been implicit from the start, which has been asserting itself in other ways than through today's program, and which will take its place, as a disciplining and driving force in our total CEAI program. It will make its due contribution toward our movement, which is seeking to involve more and more academic and industrial people in our ongoing enterprise in intergroup understanding and cooperation which we call, thanks to Nicholas Samstag of Time, "Industry and Liberal Arts Exchange." (It was Mr. Samstag who gave us this expression as the theme for our CEA Institute conference at Corning.)

M. H. G.

#### III The Paladium and the Plains of Troy

(Expanded statement prepared for press interview Friday, November 19, 1954, at Bethlehem, Pennsylvania.)

#### To Develop a Vocabulary

The CEA Institute for Industry-Liberal Arts Exchange is providing varied opportunities, under favorable circumstances, for people from ordinarily separated sectors of American educational, professional, and civic life to get together for talks and possible joint activities. The hope is that the participants will thus become better acquainted with one another; develop a vocabulary, in the broadest sense of this term, for improved communication with one another; isolate and define problems and issues of common concern; act, cooperatively, toward the solution of these commonly shared problems.

It is our belief that, even if some of the issues raised cannot be resolved, some of the problems posed cannot be solved, The CEA Institute makes a real contribution by clarifying these issues and problems, and revealing to those concerned what their true nature is. (The *their* refers to issues and problems.) It is prepared for the eventuality that some of the differences between industry and the liberal arts are basic, hence not to be removed. It believes that, to expose such differences, would be, in itself, a major contribution.

The question of the liberal arts graduate and his job in business

and industry is one aspect of this larger purpose of the CEA Institute, as this agency has evolved in the past three years. The first national CEA Institute conference, at the University of Massachusetts, in June of 1952, was called together to discuss this question. It remains an important question. It is very useful for the dynamic of our discussions and other CEAI activities. It sharply focusses discussion, investigation, and programs of action.

#### Total Involvement

But it is not all. The CEA Institute is concerned with the total involvement of liberal education in our total American enterprise which we call the American way of life. It is concerned with the role of liberal arts for the man off the job, as well as on; for the non-college graduate, too, who may be ready and eager for adult education of a liberalizing kind.

We are concerned, in the CEA Institute, about the decisions that many of our business and industrial leaders make in their non-job roles as opinion-shapers and decision-makers in the realm of American education — secondary, as well as higher. These men are often our trustees. Moreover, they go into and out of university administration. As individuals, or as corporate representatives, they annually make decisions involving allocations of millions of dollars for education.

#### A Favorable Climate of Opinion

We hope The CEA Institute is helping to develop a favorable climate of opinion in which these business and industrial leaders will

#### Lambda Iota Tau

As for L-I-T, I can report to you that, in little more than a year since its founding, December 3, 1953, we have chartered twenty-two chapters in the states of Michigan (9), South Dakota, Indiana, Ohio, New York, Utah, Minnesota (2), Illinois, Maryland, Kansas, Massachusetts, California, and Kentucky. Stretching, though somewhat tenuously, from coast to coast, we are taking on the aspects of a national organization. Other groups in other states are becoming greatly interested, and, if all goes well, we could have fifty chapters, one year from now.

Warren L. Fleischauer

make the best informed, most sympathetic yet intelligently critical decisions with regard to American education. We believe that, if they are to do this, they must get to know, at first hand, what those who advocate and profess liberal education are trying to do, what the present limitations are for those who work in the liberal arts, what they need to enable them to do most effectively the job to which they have devoted their professional lives; and what values they can give to American industry and society if they, in turn, are given the most favorable opportunities and support.

Hence, even if the alleged problem of liberal arts graduates for industry were solved, The CEA Institute would still have a big job left: to help shape that popular culture of adequate quality which one spokesman for business today described as at least the implicit goal of our enlightened in-

#### CEA in Ohio

On Jan. 23, at Denison College, a group of CEA members formed a committee on CEA activities in Ohio. Merrill Patterson, dean of Marietta College, is chairman; and John Ball, Miami, is secretary.

With CEA members augmented by representatives of other academic disciplines and industry, the Ohio Committee for the CEA Institute held a meeting at Granville on the same day.

Paul Bennett (English) and Wyndham Southgate (History) were local hosts. Max Goldberg represented the national CEA.

dustrial leaders.

#### Mutuality a Must

And we try to do this big job through a series of ventures in intergroup understanding. In his luncheon talk this noon, President Whitaker referred to the rapprochement that took place, during the war, between men from academic life and men from business and industry — thrown together to help solve problems of national survival. He went on to regret the rifts that had developed, once again, in the post-war years, between industry and higher education; and he commended our CEA Institute-sponsored Lehigh Symposium as a way of helping to reduce the gap. By this commendation, Dr. Whitaker effectively defined the major motivation of all our CEA Institute activities — viewed as a two-way effort where mutuality becomes a must.

M. H. G.

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